



AWARENESS OF SECONDARY SCHOOL TEACHERS TOWARDS SEX EDUCATION

Dr. Gajanan S. Sharma

Assistant Professor, Matoshri Sayarbai Champalalji Chopda B.Ed College, Khamgaon

ABSTRACT

In every society there are social and cultural factors (belief, myths, and superstitions) related to sexuality. These social attitudes and practices vary with each society according to its traditional and cultural views on sexuality. Education is the best defense against the helpless misadventure and most important think is today's children are much more intelligent, alert, curious and conscious of the fact that their parents and elders talk some secrets behind them. They want to reveal the secret. If the secret is concealed from them they may take some wrong approach and develop certain undesirable habits. In these situation need to teacher desires to guide and educate a students during a transitional period of In present hours need to teacher was aware about the conceptual Framework of Sex Education and need of sex education for positive educational efforts for promote the student's individual's fulfillment of personal living and his family and social relationship. It is in this context that the present study ventured to find out the awareness of secondary teachers toward sex education.

KEYWORD: Education, Sex Education, School Teacher.

Introduction:

The very word 'human' in 'Human Sexuality' indicates that our sexuality is different from that of animals and sexuality is a complex phenomena which is difficult to define but perhaps easy to understand. In fact, sexuality is all this and more, a fine combination of the physical, emotional, intellectual and social aspects of an individual's personality, which expresses maleness or femaleness. Sexuality is seen and expressed in all our daily activities-work, expression of affection, responsible parenthood, childrearing, watching television, etc. Although sexuality is expressed in many physical ways, it is not seen only in the bedroom as is commonly believed. Another meaning of sexuality is sharing intimacies with another person. It is not confined to sexual intercourse, but includes touching, talking, embracing, fantasizing, kissing, caressing or just holding hands. Sexuality involves a lot of caring and sharing. It is important how people express their sexual selves. As a parents and or a teacher responsible for the rearing of a child, it is important to be convinced that the growing children need sex education. However, many parents and teachers, because they are shy, and embarrassed, put off dealing with issue. Among the many problems that demand the consideration and attention of contemporary mankind, sexual problems are undoubtedly some of the most crucial. There isn't a country or a nation, apart from the legendary 'island', where the question of sexual relationship isn't becoming an urgent and burning issue. For the normal development of the human personality, it is essential that person's sexual development should also be quite normal because, if the sexual development is abnormal it may lead to many mental diseases and illness. Sexual adjustment in the period of adolescence constitutes a very important factor. Sex education is desirable for sexual adjustment in adolescence. According to a WHO consultation in 1947(Public Health Paper) the term human sexuality refers to: "The whole range of behavior associated with the psychological phenomenon of Sex". Human sexuality is a powerful force, which has molded the culture of all human societies and the lives of individuals. Thus, there are important relationship between "Sexual health" and diverse problems of health and quality of life.(swamy:2007)

Conceptual Frame of Sex Education :

In every society there are social and cultural factors (belief, myths, and superstitions) related to sexuality. These social attitudes and practices vary with each society according to its traditional and cultural views on sexuality. The meaning of the term sex education is certainly different from the concept of what the ordinary man thinks. It is generally believed that sex education is synonymous with family life education. In common usages sex education applies to the instruction of young people with regard to the basic facts of reproduction and sex. Sex education is an educational programme to assist young people in their physical, social and emotional development as they prepare for adulthood, marriage, personal-hood and aging. WHO defined "Sex education is an educational programme designed to provide the learners adequate and accurate knowledge of the biological, social-cultural and moral dimensions of human sexuality. It is an organized and systematic programme.

Significance of the Study:

Our population demography shows that maximum percentage includes within 18 years of age. A large number of such teenagers are school and college students and do not have adequate knowledge regarding matters of sex. In India's society with its constant emphasis on sex, ignorance of true facts and lack of right attitudes can create unhealthy curiosity, which can sometimes lead the young person

to experiment. Education is the best defense against the helpless misadventure and most important think is today's children are much more intelligent, alert, curious and conscious of the fact that their parents and elders talk some secrets behind them. They want to reveal the secret. If the secret is concealed from them they may take some wrong approach and develop certain undesirable habits. In these situation need to teacher desires to guide and educate a students during a transitional period of his life. Which has been described by Hass as "A period of stress and strain." In present hours need to teacher was aware about the conceptual Framework of Sex Education and need of sex education for positive educational efforts for promote the student's individual's fulfillment of personal living and his family and social relationship. It is in this context that the present study ventured to find out the awareness of secondary teachers toward sex education.

Objectives of the Study:

- i. To assess the awareness level of secondary school teachers about Sex education.
- ii. To find out the difference in the awareness of secondary school teachers towards sex education in terms of their gender
- iii. To find out the difference in the awareness of secondary school teachers towards sex education in terms of their location.
- iv. To find out the difference in the awareness of secondary school teachers towards sex education in terms of their educational stream.

Hypothesis of the Study:

H₁: There is no significant difference in the awareness level of secondary school teachers towards sex education in terms of their gender.

H₂: There is no significant difference in the awareness level of secondary school teachers towards sex education in terms of their location.

H₃: There is no significant difference in the awareness level of secondary school teachers towards sex education in terms of their educational str

Scope and Limitations of the Study:

The present study was delimited as follows:

- The present study was delimited to 200 secondary school teachers of Marathi medium schools (100 of Urban area and 100 of Rural area) of Buldhana District of Maharashtra
- This present study was delimited only the awareness about Sex education among secondary school teachers.
- This research is restricted to only secondary teachers of Marathi medium schools of Buldhana District of Maharashtra
- Demographic variables gender, location (Urban and Rural), educational stream (Science and Humanities) of the secondary school teachers were taken into consideration.

Methodology of the study:

For this research study, the researcher has adopted survey research method; the survey method gather data from a respectively large number or cases at a particular time; it is not concerned with characteristics of individuals; it is concerned with the generalized statistic that result, when data are abstract from a number of individual.

Tools Used:

There are various research tools in the survey method but for the collection of data in order to verify the hypothesis in the present study researcher used self developed Sex education awareness questionnaire.

Population of the Study:

For this present research study researcher has selected 40 secondary schools. Out of 40 schools 20 schools was urban and 20 schools was rural area of Buldhana district of Maharashtra. All secondary school teachers were considering as a population of this study.

Sampling:

The sampling method used in the present research study was purposive and non probability sampling lottery method. The sample for the present study was formed, from the population group of secondary school teachers. The purposively sample selected were 40 secondary schools (20 of Urban area and 20 of Rural area) in Buldhana District and teachers were selected by non probability sampling lottery method. Total sample was selected as follows:

Table 1.1 Number of Sample

No. of Schools and No. of Male, Female Teachers		Total	
Urban Area		Rural Area	
20 Schools		20 Schools	
Male Teachers	Female Teachers	Male Teachers	Female Teachers
50	50	50	50
			200 Teachers

Statistical Techniques used for the Analysis of Data:

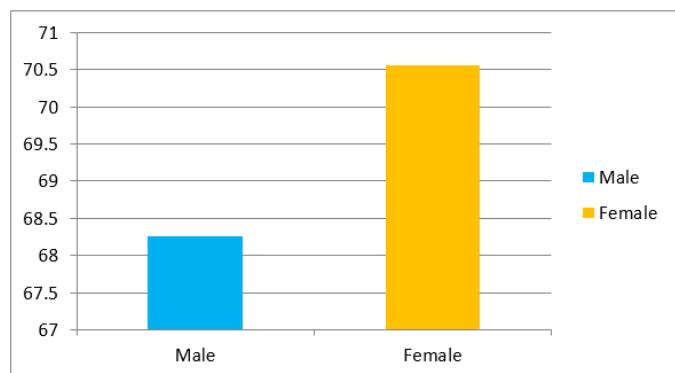
The data for the study were analyzed keeping the objectives of the study in mind. The statistical techniques used for the analysis of data were mean. Standard deviation and t' test.

Analysis and Interpretation of Data:**Table 1.2: Mean difference of Sex awareness score of secondary School teachers due to variation in their Gender**

Variable Gender	Sample N	Mean M	Standard Deviation σ	Standard Error σDM	t-Value	Significant
Male	100	68.25	8.772	1.16	1.983	Significant
Female	100	70.55	5.562			

Ref: The facts and figures in the above table are based on the field data collected; If df = 198 then table t- value at 0.05 and 0.01 levels of significance are 1.96 and 2.58 respectively.

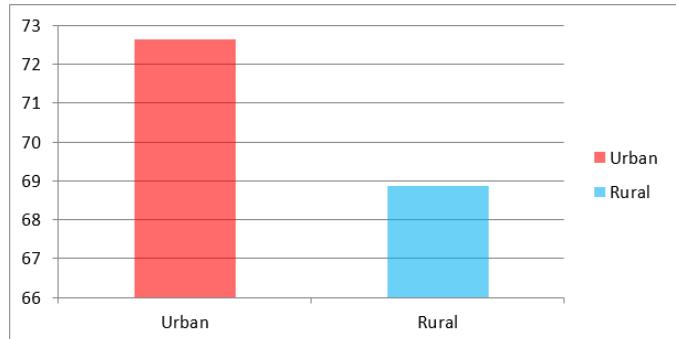
From the above table, it is observed that obtained t-value (1.983) is greater than the table value at 0.05 level of significance indicates that the mean difference in this comparison is significant. Therefore, there does statistically exists significant mean difference between the Sex awareness of secondary male and female teachers.

**Figure: 1.3: Mean difference of Sex awareness score of secondary School teachers due to Variation in their Gender****Table 1.3: Mean difference of Sex awareness score of secondary School teachers due to variation in their location**

Variable Location	Sample N	Mean M	Standard Deviation σ	Standard Error σDM	t-Value	Significant
Urban	100	72.64	7.533	3.15	1.197	Not Significant
Rural	100	68.87	6.524			

Ref: The facts and figures in the above table are based on the field data collected; If df = 198 then table t- value at 0.05 and 0.01 levels of significance are 1.96 and 2.58 respectively

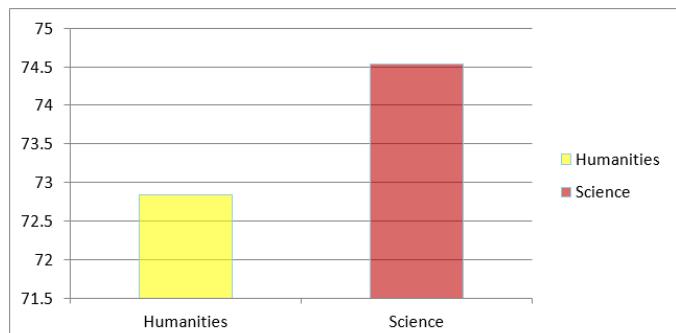
From the above table, it is observed that obtained t-value (1.197) is less than the table value at 0.05 level of significance indicates that the mean difference in this comparison is not significant. Therefore, there does not exists statistically significant mean difference between the Sex awareness of secondary school teachers of Urban and Rural area.

**Figure: 1.3: Mean difference of Sex awareness score of secondary School teachers due to Variation in their location****Table 1.4: Mean difference of Sex awareness score of secondary School teachers due to variation in their Educational Stream**

Variable Educational Stream	Sample N	Mean M	Standard Deviation σ	Standard Error σDM	t-Value	Significant
Humanities	120	72.84	6.222	1.08	1.574	Not Significant
Science	80	74.54	8.246			

Ref: The facts and figures in the above table are based on the field data collected; If df = 198 then table t- value at 0.05 and 0.01 levels of significance are 1.96 and 2.58 respectively

From the above table, it is observed that obtained t-value (1.574) is less than the table value at 0.05 level of significance indicates that the mean difference in this comparison is not significant. Therefore, there does not exists statistically significant mean difference between Sex awareness of secondary school teachers of their educational stream.

**Figure: 1.4: Mean difference of Sex awareness score of secondary School teachers due to variation in their Educational Stream****Testing of Hypotheses:**

H₁: There is no significant difference in the awareness level of secondary school teachers towards sex education in terms of their gender.

From Table 1.2, the critical value of 't' with 198 degree of freedom at 0.05 levels of significant is 1.96.calculated 't' value is 1.983 is greater than the critical value 1.96 and hence is significant, so, null hypothesis was reject and research hypothesis accepted, that there is significant difference in the mean score of awareness level of secondary school teachers towards sex education in terms of their gender

H₂: There is no significant difference in the awareness level of secondary school teachers towards sex education in terms of their location.

From Table 1.3, the critical value of 't' with 198 degree of freedom at 0.05 levels of significant is 1.96.calculated 't' value is 1.197 is less than the critical value 1.96 and hence is not significant. so, null hypothesis was accepted and research hypothesis rejected, that there is no significant difference in the mean score of awareness level of secondary school teachers towards sex education in terms of their location.

H₃: There is no significant difference in the awareness level of secondary school teachers towards sex education in terms of their educational stream.

From Table 1.4, the critical value of 't' with 198 degree of freedom at 0.05 levels of significant is 1.96.calculated 't' value is 1.574 is less than the critical value 1.96 and hence is not significant. so, null hypothesis was accepted and research hypothesis rejected, that there is no significant difference in the mean score of awareness level of secondary school teachers towards sex education in terms of their educational stream.

Findings:

- Significant difference in the mean score of awareness level of secondary school teachers towards sex education in terms of their gender.
- Not significant difference in the mean score of awareness level of secondary school teachers towards sex education in terms of their location.
- Not significant difference in the mean score of awareness level of secondary school teachers towards sex education in terms of their educational stream.
- Most of secondary teachers said that Sex education must be a compulsory part of school curriculum.
- Most of female teachers said that sex education is the need of hours so need to plan as a subject in school timetable.
- Most of rural female teachers shy about the sex education.
- Urban female teacher broadly supported to teach sex education in the school.

Conclusion:

There is great need to imparting sex education to the children. Teachers can help the children in getting proper information about their sex related curiosity and problem. So there is urgent need of providing necessary knowledge about the anatomy and physiology of the changes related to their sex organs. They must be helped in developing right attitude towards members of the opposite sex along with the inculcation of very healthy attitude towards happy life. School education and teachers should also be geared for imparting necessary age-related sex education to the youngsters. There must be standard healthy literature related sex in school libraries. Curriculum and experiences related to general hygiene, physiology, biology and physical education should be linked to provide necessary healthy sex education to the children. Also need to there must be provision of planning in school desirable co-curricular programmes, lectures and seminars from the experts in providing useful sex information and guidance to the children.

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